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ABSTRACT

A statewide pilot study of career education needs was conducted by surveying 667 Florida educators who have been actively involved in career education. The 354 respondents rated the actual attainment and the desired priority of the students needs, the need for improving the program needs, and other information both general and specific to career education needs. A summary of the findings follows: According to the ten national learner outcomes, the highest priorities are basic academic skills, work habits, and work values; the most critical students needs concerned students' ability to accept responsibility, understand how self-concept influences success, value the importance of setting career goals based on self-knowledge, find jobs, consider alternatives when making career decisions, and view career options independent of sex role stereotypes; the student needs which are being met most successfully by current programs are in the areas of career and self-awareness and basic academic skills; the most critical program needs are in the areas of infusion of career education into the general education subjects, comprehensive career guidance (including counseling, placement, and followup), and teacher inservice; and finally concerning differences in perceptions, considerable agreement was found among all groups of educators in the selection of the highest and lowest priority program needs. Based on these findings, five recommendations (which are included in this report) were suggested. (BM)

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FLORIDA ASSESSMENT OF NEEDS IN CAREER EDUCATION

by

Kay Angona Adams

BEST COPY AVAILABLE

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June 1977

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FOREWORD

It is essential to plan for the future of career education. Needs assessment provides an accurate and reliable information base for systematic planning. Recognizing the need for information-based planning, the Office of Career Education (OCE) of the U. S. Office of Education required all states applying for federal assistance for state planning in career education to assess needs as part of their contract.

The Florida Department of Education was awarded a state planning contract from OCE. On the initiative of the state plan project director, Dr. Margaret Ferqueron, the state department sub-contracted with The Center for Vocational Education to fulfill one of seven goals in their contract: "To conduct a statewide survey of student needs for programs which embody career education elements."

The results of this statewide pilot study provide valuable information about high priority needs in Florida's career education programs. The highest priority student needs concern basic academic skills, work habits and work values. The highest priority program needs concern infusion of career education into the entire school program, comprehensive career guidance and counseling, and in-service for educators in career education. The results of the study can be used to systematically address these priorities in planning for the future of career education in the State of Florida.

The Center for Vocational Education is indebted to Dr. Kay A. Adams, Project Director, who designed and implemented the study. Special recognition should be given to Dr. Jerry P. Walker, Associate Director for Evaluation, who helped conceptualize the project and to Dr. Janet Rice, Evaluation Specialist, who managed the preparation and analysis of the data.

The study was strengthened by the support of Dr. Margaret Ferqueron, State Coordinator of Career Education/Director of Dissemination and Diffusion, and Ms. Theoria Clark, Graduate Research Associate at the Florida Department of Education.

A special note of thanks is extended to the project advisory committee, Ms. Myrtle Hunt, Mr. Clinton M. Rouse, Ms. Anne McMichael, and Mr. Albert Thomas, who provided advice and insights at critical points throughout the project.

The Center would also like to commend Dr. Grace Watson, Project Officer for the Office of Education and Dr. Robert L. Lathrop, Director of the Career Education Center at Florida State University for their support of this effort.

Robert E. Taylor
Executive Director

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EXECUTIVE SUMMARY

Introduction

This study was initiated to meet the requirements of the Office of Education to effectively plan career education. A statewide pilot survey of career education needs as perceived by Florida educators was conducted. From the results of the study, the Florida Department of Education will have the following information about programs which embody career education elements as perceived by educators involved in these programs:

- the relative priority of 10 national learner outcomes in the state of Florida
- critical student need areas
- student needs which are being met most successfully by current programs
- the program areas which most need improvement
- differences in the perceptions of needs among groups of educators

Method

A statewide survey of student needs and program needs was conducted. A survey instrument was mailed to a sample of 667 Florida educators, including teachers, counselors, principals and career coordinators. Respondents rated the actual attainment and the desired priority of the student needs. Respondents rated the need for improving the program needs. Both general and more specific information about needs was collected. A total of 354 respondents completed the survey.

This study was conducted as a pilot study with a relatively small sample. It should be noted that the sample of individuals surveyed were not representative of all educators in Florida. The results represent the views of selected educators who have been actively involved in career education. It should also be noted that the results are based on educators perceptions of critical needs rather than objective tests of students' competencies. Therefore, the results should be viewed as indicators rather than absolute declarations of need.

Results

The highest priority national learner outcomes in Florida are Basic Academic Skills, Work Habits, and Work Values. The most critical student needs concerned students' ability to accept responsibility; understand how self-concept influences success, value the importance of setting career goals based on self-knowledge; find jobs; consider alternatives when making career decisions and view career options independent of sex role stereotypes.

The student needs which are being met most successfully by current programs are in the areas of Career and Self Awareness and Basic Academic Skills. The greatest proportion of students in Florida (from 50 to 75 percent) can perform the following high priority skills: deseribe different careers; relate information about themselves to career choice; describe how basic skills are used in careers; work independently; and find career information.

The most critical program needs are in the areas of Infusion of Career Education into general education subjects; comprehensive career guidance, counseling, placement and follow-up; and inservice in career education for educators. The highest priority specific program needs concern: integrating career education in basic subjects; providing special career guidance for students with negative attitudes; providing some career counseling for all students; providing special career guidance for students with special needs, and providing units on career education within existing courses.

There was considerable agreement among teachers, counselors, principals and career coordinators in their selection of the highest and lowest priority program needs. There was greater difference of opinion in the medium priority range.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are suggested.

Student Needs

1. Increase the emphasis on developing students' affective career competencies, especially in the areas of job responsibility, self-concept, self-knowledge, and flexibility and tolerance.

2. Continue to emphasize the development of students' basic academic skills, especially applying basic skills in careers and using information resources.

3. Continue to emphasize the development of students career and self awareness, especially considering alternatives when making career decisions and viewing career roles independent of sex stereotypes.

Program Needs

4. Increase the infusion of career education concepts and approaches in classrooms, especially its integration into general education subjects.

   a. Provide more and better units on career skills, such as job hunting within existing courses.

   b. Improve the coordination of career education experiences across grade levels.

   c. Offer more in-service on infusion strategies for educators.

5. Increase the career guidance and counseling offered to students so that all students receive some career counseling.

   a. Provide special career guidance for students with special needs (e.g., handicapped, minority, bilingual, or disadvantaged) and for students with negative attitudes toward work, school, and/or themselves.

   b. Offer more in-service in career guidance and counseling strategies.

   c. Improve the interest and aptitude testing program.

INTRODUCTION

Background

Career education represents one of the major areas of emphasis in education. Relatively few educational endeavors have met with such wide range acceptance by local and state agencies as has career education. Yet relatively little planning of career education programs has been done on the basis of empirical data. As a result, in states applications for federal assistance through Subpart C - State Plans of the Career Education Program (Section 402 and 406 of the Educational Amendments of 1974), it was necessary to include information on how the state planned to conduct a needs assessment in career education. In fact, the quality of the needs assessment plan was assigned 25 points out of a possible 100 in the review of applications.

The State Department of Education in Florida has been awarded a contract to develop a three to five year plan for career education in Florida. One of seven goals to be met in the State Plan is:

> To conduct a statewide survey of student needs for programs which embody career education elements.

This report describes the conclusions and results of this statewide survey.

What is a Needs Assessment?

Webster defines a "need" as being "a lack of something requisite, desirable or useful." In education, Kaufman (1968) describes a needs assessment as a process for determining the difference between "what is" and "what should be" occurring in educational programs and placing priorities among these differences or gaps.

Since the 70's began, there has been a tremendous spurt of development in needs assessment models, procedures, and instruments. Many educational agencies have initiated systematic studies of their needs. A review of needs assessment literature prepared by Witkins (1975) listed 14 separate needs assessment models and instruments available for commercial use that have been developed since 1970.

Over 30 needs assessment studies are described by either Witkins or Holban (1975), in another review of the literature. In career education, several needs assessment models and instruments have been developed in the past few years.

Although there is no one generally accepted "model" of needs assessment, there is general agreement that four essential steps exist. The basic approach to needs assessment used in this study was:

1. Establish the desired, priority of behavioral outcomes for students and programs.

2. Determine the actual or current attainment of these outcomes.

3. Compare the desired priority to the actual attainment of these outcomes to identify discrepancies or needs.

4. Place priorities among the needs based on the magnitude and importance of these discrepancies.

Why Conduct a Needs Assessment?

Completion of the above four steps in a statewide needs assessment of career education will provide useful information to program planners. The survey results can be used to:

1. Develop and validate state level goals for career education.

2. Identify state level strengths in current career education programs.

3. Identify state level educational problems and needs in career education.

4. Provide data to justify applying resources to some needs and not to others.

5. Increase validity, reliability and accountability in the decision making and program planning process.

6. Determine prioritized areas of need to emphasize within the state plan for career education programs.

Purpose

The purpose of the Florida Assessment of Needs in Career Education (FANCE) was to determine state level priorities for career education as perceived by Florida educators. Statewide information about needs provides a more accountable and accurate basis for making decisions and justifying activities in career education. The results of the study can be used to help develop statewide and local plans for the future of career education in Florida. The study provides information about both student needs and program needs for delivering career education to students.

Student Needs

Student needs for career education were examined in ten major areas. These are:

- Basic Academic Skills
- Work Habits
- Work Values
- Decision-making, Job Hunting and Job Getting Skills
- Occupational and Interpersonal Skills
- Career and Self Awareness
- Continuing Education
- Placement
- Leisure Time
- Lifelong Career Development

Two levels of student needs--general and specific--were studied. The general student needs are based on the ten learner outcomes for career education developed by the Office of Career Education (Hoyt, 1975). These outcomes were expanded into specific prerequisite career education competencies.

Florida educators were asked to rate students' actual attainment of these competencies by the time they leave high school. Respondents were also asked to rate the desired priority of these competencies for students in Florida. Fifty specific competencies were developed. These competencies were clustered under the ten major student need areas described above. A partial list of the competency cluster for the area of Work Habits is presented below.

Work Habits

- Students complete assignments on time.
- Students can dress and groom themselves appropriately for a job role.
- Students recognize the responsibilities involved in accepting a job/task.
- Students stay with a task until it is completed.
- Students are flexible and tolerant in adjusting to new and unanticipated situations.
- Students are able to follow directions accurately.
- Students are able to work independently without constant supervision.

These competencies were drawn from a variety of resources including:

Career Education: An Introduction. (The Career Education Center, Florida State University, 1975)

Career Development: Goals and Performance Indicators. (Michigan Department of Education, Lansing, Michigan, 1974)

Basic Learner Outcomes for Career Education. (Texas Education Agency, Austin, Texas, 1973).

Developmental Program Goals for the Comprehensive Career Education Model. (The Center for Vocational Education, Columbus, Ohio, 1972).

The study addresses six major questions about student needs:

1. What is the relative priority of the ten national learner outcomes for career education in the state of Florida?

2. How well have these ten national learner outcomes for career education been attained by students in Florida by the time they leave high school?

3. What is the relative priority of 50 specific career education competencies for the students in Florida?

4. How well have students actually attained these specific career education competencies by the time they leave high school?

5. What are the most critical student needs for career education in Florida?

6. Why do Florida educators perceive these needs as critical and what are their recommendations for improving student attainment in these areas?

Program Needs

Program needs for delivering career education to students were examined in ten major areas. These are:

- Infusion of career education
- Comprehensive career guidance, counseling, placement and follow-up
- Collaborative relationships with business-industry-labor-professional-government
- Unpaid student work experiences
- Specialized personnel in career education
- In-service in career education for educational personnel
- Institutes on career education for the community
- Instructional materials and supplies for career education
- Local career education plans
- Evaluation of career education programs

Two levels of program needs, general and specific, were explored. The general program needs were based on the overall objectives of the pending career education legislation (H.R. 7). These overall objectives were elaborated on to form 50 specific career education program activities for local schools and districts.

Florida educators were asked to rate the need for improving or expanding these program activities in their school or district from lower to higher. These specific activities were clustered under the ten major program need areas described above. A partial list of the activities cluster in the area of infusion of career education is presented below.

Infusion of Career Education

- Integrate career education into vocational education.
- Integrate career education into general education subjects (e.g., language arts, mathematics, etc.)
- Provide units on career education (e.g., job hunting skills) within existing courses.
- Provide career education separate from the school curriculum (e.g., career fair)
- Coordinate student career education experiences across grades.
- Promote preservice teacher training in career education.

These activities were drawn from a variety of evaluation instruments including:

Career Education in the Public Schools: A National Survey (American Institutes for Research, 1976)

The Nature, Scope, and Status of Career Education Programs (Michigan Department of Education, Lansing, Michigan, 1976)

Career Education Implementation Survey (Florida Department of Education, Tallahassee, Florida, 1976)

The study addresses three major questions about program needs:

1. What general career education program areas most need to be improved in Florida?

2. What specific career education program activities most need to be improved in Florida?

3. In what program areas would Florida educators most like to receive special assistance from the Florida State Department of Education?

METHOD

The Approach

The basic approach to needs assessment used in this study is called discrepancy analysis (Kaufman, 1968). In discrepancy analysis, measuring a need requires at least four steps: (1) determining the actual attainment of career education outcomes, (2) determining the desired priority of attaining each outcome, (3) determining the amount of discrepancy between current and desired outcomes, and (4) placing priorities among these discrepancies or "needs."

Population

The population for the study was Florida educators in career education. This group includes county career education coordinators; building principals; teachers from senior, middle and elementary schools and counselors.

A sample of 667 Florida educators was drawn from 17 counties in the state. The counties were selected to be representative by geographic region and size. The counties surveyed include:

Region 1	Region 2	Region 3	Region 4	Region 5
Bay	Alachua	Marion	Hillsborough	Boward
Escombia	Baker	Volusia	Sarasota	Glades
Gulf	Duval	Orange		
Jefferson	Gilchris			
Leon	Levy			

Of the 667 educators surveyed, responses were received from 354 individuals or 53 percent. Due to some late returns, 304 responses (46 percent) were used in the data analysis.

Data Collection

The study was accomplished through five major steps:

1. A project advisory committee was selected and a meeting held to discuss the pros and cons of alternative ways to assess career education needs in Florida. It was decided at the meeting to focus on both student and program needs and to collect information which would compliment two ongoing evaluation efforts in Florida, the Educational Progress in Careers (EPIC) and the Career Education Implementation Survey.

2. A draft needs assessment survey was developed.

3. The survey was critiqued by the project advisory committee and revised. (A sample of the survey instrument is included in the Appendix.)

4. A sample of Florida educators who are knowledgeable about and involved in career education were selected by local career education coordinators.

5. The needs assessment survey was mailed to this sample of respondents. A post card announcing the survey preceeded it. The survey was accompanied by a letter of support from the Commissioner of Education in Florida, Ralph D. Turlington. A follow-up post card was sent to non-respondents two weeks after the survey was sent requesting their prompt response. (Samples of these letters can be found in the Appendix.)

Data Analysis

Preparing the Instruments for Analysis

Completed surveys were reviewed for ambiguous responses and missing data. On the whole, respondents correctly followed the instructions when completing the surveys. In some cases parts of the survey were completed incorrectly or left blank for one of the following reasons:

1. Instead of ranking the National Goals and General Program Activities from 1 to 10, approximately 20 percent of the respondents assigned multiple 1's, 2's, etc. to the ten items.

2. A small percentage of elementary teachers did not rate the Actual Attainment for some of the student goals because they did not feel they had the experience to make these judgments.

3. Some of the respondents did not follow the guidelines for placing a minimum percentage of their desired priority responses in each rating category of the 5 point scale. Most respondents followed the spirit if not the letter of this request (as expected). Category one--lower desired priority was the least used.

4. About five percent of the respondents did not complete all parts of the survey.

All ambiguous and blank responses were treated as missing data and left blank when keypunching the data.

Instruments had been designed for easy keypunching and responses were keypunched directly from the instruments rather than transferred to coding sheets. Four data cards were used for each respondent.

Statistics

Several descriptive statistical methods were used to summarize the survey information. For the ranking data, sum of ranks were calculated and used to rank order the items in terms of the overall ranks. For the rating scale data, mean responses were calculated. These means were then used to place the items in rank order from higher to lower. Mean responses were also used to calculate discrepancy scores--the actual attainment mean subtracted from the desired priority mean. Mean responses for actual attainment and desired priority were plotted on a graph to show the relative intercept points of the desired versus the actual status for various student goals.

Limitations

Several limitations of the study should influence any consideration of the results.

1. Sampling weaknesses. The sample of respondents was not drawn through a random statewide sample. Rather respondents were hand selected to be those most involved in career education. The regions of the state to be sampled were not selected randomly. Rather, they were logically selected to be representative of the state geographically and by size of population. The size of the sampling unit for each region and group being assessed was not precisely adjusted to be proportional to the size of each level of the population. Rather, the size of each sampling unit was standardized for small, medium and large regions. Because of these limitations in the sampling methodology the results cannot be generalized to the entire state of Florida. The results should be viewed as providing indications of statewide needs that should be verified through further study. The study serves as a pilot test of a needs assessment method. The results of the pilot test can serve to improve the subsequent full scale statewide assessment.

2. Subjective information. In this study, respondents were asked to estimate students' attainment of various career competencies from 0 to 100 percent. In other words subjective rather than objective measures of student attainment were used. This type of perceptual information has limitations because respondents have varying levels of knowledge about and standards for judging actual student attainment. However perceptual information is a valid type of data. It provides information about what educators in Florida perceive the critical needs of students to be. Educators exert tremendous influence on what is taught in schools. Both their perceptions and any misperceptions of student needs should be carefully considered in planning future programs.

3. Limited follow-up. A post card follow-up was mailed to all non-respondents three weeks after the initial mailing. However, because of severe time restrictions it was not possible to conduct a survey of a random sample of non-respondents. A survey of non-respondents would have provided a basis for determining if the results truly represented the viewpoints of the majority of Florida educators. The return-rate for the survey was 53 percent which is slightly lower then average. Therefore, the results should be viewed as indicators rather than declarations of needs.

RESULTS

The results section is divided into five parts: (1) national student priorities, (2) state student priorities, (3) national program priorities, (4) state program priorities, and (5) perceptions of need by different groups. These results are based on responses from 304 Florida educators including:

142 Teachers
- 79 Elementary
- 31 Junior High
- 32 Senior High

82 Counselors
66 Principals
14 Career Education Coordinators

304 Total Respondents

National Student Priorities

The Desired Priority for students in Florida of the ten national learner goals developed by the Office of Career Education was determined. Florida educators ranked the ten goals from 1 (higher priority) to 10 (lower priority). These ranks were added to form a sum of ranks for each goal. These summarized ranks were then used to place the goals in rank order from higher to lower priority as displayed in Figure 1.

Basic skills and affective outcomes were selected as the highest priorities. The overall pattern of ranking the outcomes reveals that even in a study focused on career education needs, basic academic skills emerged as the number one priority. Affective priorities related to equipping students with good work habits and positive work values also emerged as higher priorities.

The more long range, life long student outcomes, such as productive use of leisure time, continuing career development after high school, and placement in paid occupations or further education tended to be rated as lower priorities.

In the medium priority range were more immediate outcomes concerning career awareness, planning and preparation skills. Outcomes such as career and self awareness, decision making and job hunting skills, occupational and interpersonal skills, and knowledge of continuing education opportunities were ranked in the medium priority range.

Figure 1

Desired Priority of National Goals in Florida

Rank (1 is higher priority)

1 Basic Academic Skills. Students are competent in the basic academic skills required for adaptability in our rapidly changing society.

2 Work Habits. Students are equipped with good work habits.

3 Work Values. Students are equipped with a personally meaningful set of work values that foster in them a desire to work.

4 Career and Self Awareness. Students are equipped with a degree of self understanding and understanding of educational career opportunities sufficient for making sound career decisions.

5 Decision-making, Job Hunting, and Job Getting Skills. Students are equipped with career decision making skills, job hunting skills, and job getting skills.

6 Occupational and Interpersonal Skills. Students are equipped with job specific occupational skills and interpersonal skills at a level that will allow them to gain entry into and attain a degree of success in occupational society.

7 Continuing Education. Students are aware of means available to them for continuing and recurrent education.

8 Placement. Former students are either placed or actively seeking placement in a paid occupation or in further education consistent with their current career decisions.

9 Continuing Career Development. Students are aware of means available to themselves for changing career options--of societal and personal constraints impinging on career alternatives.

10 Leisure Time. Students are actively seeking to find meaning and meaningfulness through work in productive use of leisure time.

State Student Priorities

Actual Attainment

Florida educators were asked to estimate the percent of students who have attained 50 specific career education competencies by the time they have high school. Actual attainment was rated on the following six point scale:

Actual Attainment

1	2	3	4	5	6
0-9%	10-24%	25-49%	50-74%	75-89%	90-100%

Responses were summarized to provide mean ratings. The means were used to place the competencies in rank order from 1 = higher attainment to 50 = lower attainment. The highest ten ranked competencies are displayed in Figure 2. The lowest ten ranked competencies are displayed in Figure 3.

In the eyes of Florida educators, students across the state have the highest attainment in career awareness competencies. For example, the greatest proportion of students (from 50 to 75 percent) are able to perform the following skills:

- describe different careers
- relate information about themselves to career choice
- describe how basic skills are used in careers
- find career information
- understand that many different careers exist
- understand that career preparation involves several stages
- understand how careers contribute to society

In the eyes of Florida educators, students have the lowest attainment in integrating their personal, social, and career goals into a long range life plan. For example, fewer students (from 15 to 50 percent) are able to perform the following skills:

- understand how the environment influences their own development
- relate career roles to potential life styles
- understand the different life roles they will perform
- use in-depth self-knowledge to set career goals
- understand that technology may change their work and life style
- identify factors that affect job success

Figure 2

Ten Highest Attained Student Competencies

Rank		Item	Mean*
1	32.	Students can describe careers in terms of: work responsibilities, work environment (job market, entry requirements, hours, location, etc.), work relationships, and work outcomes (salary--entry to highest, opportunities for advancement, contribution to society, etc.)	4.49
2	34.	Students can relate information about their interests, aptitudes, achievements, and limitations to career choice.	4.22
3	9.	Students are able to work independently without constant supervision.	4.10
4	1.	Students can identify ways in which reading, language arts, mathematics, and other basic subject area skills are used in careers.	4.06
5	40.	Students are placed in further education consistent with their current career decisions.	3.93
6	2.	Students can find and use varied sources of information to research careers (e.g., people, library resources, the telephone directory, etc.)	3.93
7	30.	Students understand the variety and complexity of careers in the world of work.	3.91
8	8.	Students are able to follow directions accurately.	3.91
9	36.	Students understand that "career" involves progressive stages of preparation.	3.75
10	10.	Students understand how careers contribute to society.	3.75

* Actual Attainment:

1	2	3	4	5	6
0-9%	10-24%	25-49%	50-74%	75-89%	90-100%

Figure 3

Ten Lowest Attained Student Competencies

Rank		Item	Mean *
41	22.	Given a task to perform, students can identify objectives, describe what resources are needed to implement the objectives, outline steps of action, perform the steps, and evaluate the action.	3.04
42	26.	Students can identify factors that affect job success, advancement, and mobility.	3.02
43	29.	Students understand that how they view themselves--self concept--influences their ability to succeed.	3.00
44	39.	Students are placed in paid occupations consistent with their current career decisions.	2.91
45	45.	Students realize that changes in technology will affect their work and life style.	2.79
46	41.	Students are actively seeking placement in a paid occupation or in further education.	2.77
47	28.	Students value the importance of knowing themselves and setting career goals based on self-knowledge.	2.75
48	27.	Students understand and use the concept of role (e.g., family role, occupational role, citizen role, and leisure role).	2.73
49	35.	Students can relate potential career roles to their life style and personal economics.	2.61
50	47.	Students understand how environmental forces influence their development (e.g., their family's expectations, their peer group, predominant values of their culture, etc.)	2.55

* Actual Attainment:

1	2	3	4	5	6
0-9%	10-24%	25-49%	50-74%	75-89%	90-100%

Desired Priority

Florida educators were asked to rate the relative priority of meeting each competency for students in their district or school. Desired priority was rated on a five point scale:

Desired Priority

Lower		Medium		Higher
1	2	3	4	5

When rating the priority of the comptencies respondents were asked to try to divide the 50 competencies equally among the five priority ratings. It should be noted that all 50 competencies are important. Respondents were asked to make distinctions between higher and lower priorities--these are sometimes fine distinctions. Rating a competency lower in priority does not mean that it is unimportant, only that it is less important than others. Responses were summarized to provide mean ratings which were subsequently placed in rank order from 1 = higher priority to 50 = lower priority. The highest ten ranked and lowest ten ranked competencies are displayed in Figures 4 and 5.

The highest priority specific competencies spanned several areas including work habits, career and self awareness, and basic skills. The highest priority work habits were for students to be able to:

- accept responsibility
- be flexible and tolerant
- stay with a task
- work independently

The higher priority competencies related to career and self-awareness were for students to be able to:

- relate self information to careers
- understand how careers contribute to society
- understand how self concept influences success

The higher priority competencies related to basic skills were for students to be able to:

- use information resources to research careers
- identify how basic skills are used in careers

Figure 4

Ten Highest Priority Student Competencies

Rank		Item	Mean *
1	5.	Students recognize the responsibilities involved in accepting a job/task.	4.20
2	34.	Students can relate information about their interests, aptitudes, achievements, and limitations to career choice.	4.19
3	2.	Students can find and use varied sources of information to research careers (e.g., people, library resources, the telephone directory, etc.)	4.15
4	7.	Students are flexible and tolerant in adjusting to new and unanticipated situations.	3.98
5	6.	Students stay with a task until it is completed.	3.95
6	38.	Students recognize education as a primary means for achieving life goals.	3.89
7	1.	Students can identify ways in which reading, language arts, mathematics, and other basic subject area skills are used in careers.	3.86
8	10.	Students understand how careers contribute to society.	3.86
9	29.	Students understand that how they view themselves--self concept--influences their ability to succeed.	3.83
10	9.	Students are able to work independently without constant supervision.	3.80

* Desired Priority: Lower 1 2 Medium 3 4 Higher 5

Figure 5

Ten Lowest Priority Student Competencies

Rank		Item	Mean *
41	35.	Students can relate potential career roles to their life style and personal economics.	3.10
42	50.	Students can evaluate the pros and cons of alternative personal career choices in a rapidly changing society.	3.08
43	27.	Students understand and use the concept of role (e.g., family role, occupational role, citizen role, and leisure role).	3.04
44	46.	Students understand and accept their own uniqueness and realize that they already have and will continue to change.	2.97
45	21.	Students have gained experience in work related roles and settings.	2.96
46	44.	Students can identify productive ways to use their leisure time.	2.90
47	15.	Students are able to identify, gather, and apply information toward career decisions.	2.84
48	25.	Students can identify experiences that use interpersonal skills.	2.74
49	20.	Students can perform in-depth skills for entry into relevant occupation(s).	2.65
50	19.	Students can perform basic entry level occupational tasks on a preparatory level.	2.59

* Desired Priority: Lower 1 2 Medium 3 4 Higher 5

The lowest priority specific competencies concern occupational skills and the more sophisticated career planning skills. For example, among the lower rated priorities for students were the following occupational skills:

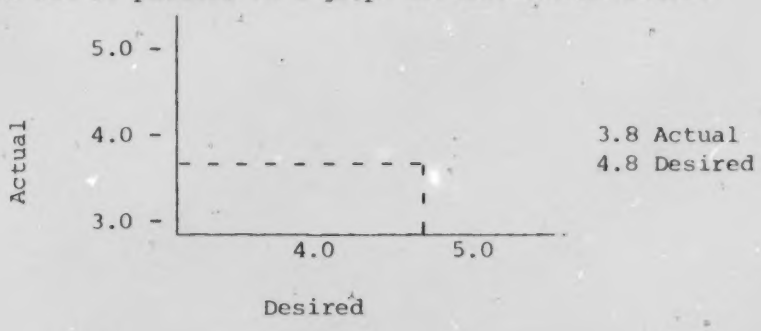
- perform entry level occupational tasks
- perform in-depth occupational tasks
- experience work related roles and settings

Among the more advanced career planning skills rated as lower in priority were students' ability to:

- apply information toward career decisions
- understand concept of role
- evaluate pros and cons of alternative careers
- relate careers to potential life styles

Quadrant Method for Determining Needs

A graph was used to plot the mean rating for the actual attainment and the mean rating for desired priority of each competency. On a graph, these two ratings form one point, or intercept. In other words, a competency may be rated 3.8 on actual attainment and 4.8 on desired priority. These two pieces of information can be plotted on a graph as illustrated below.

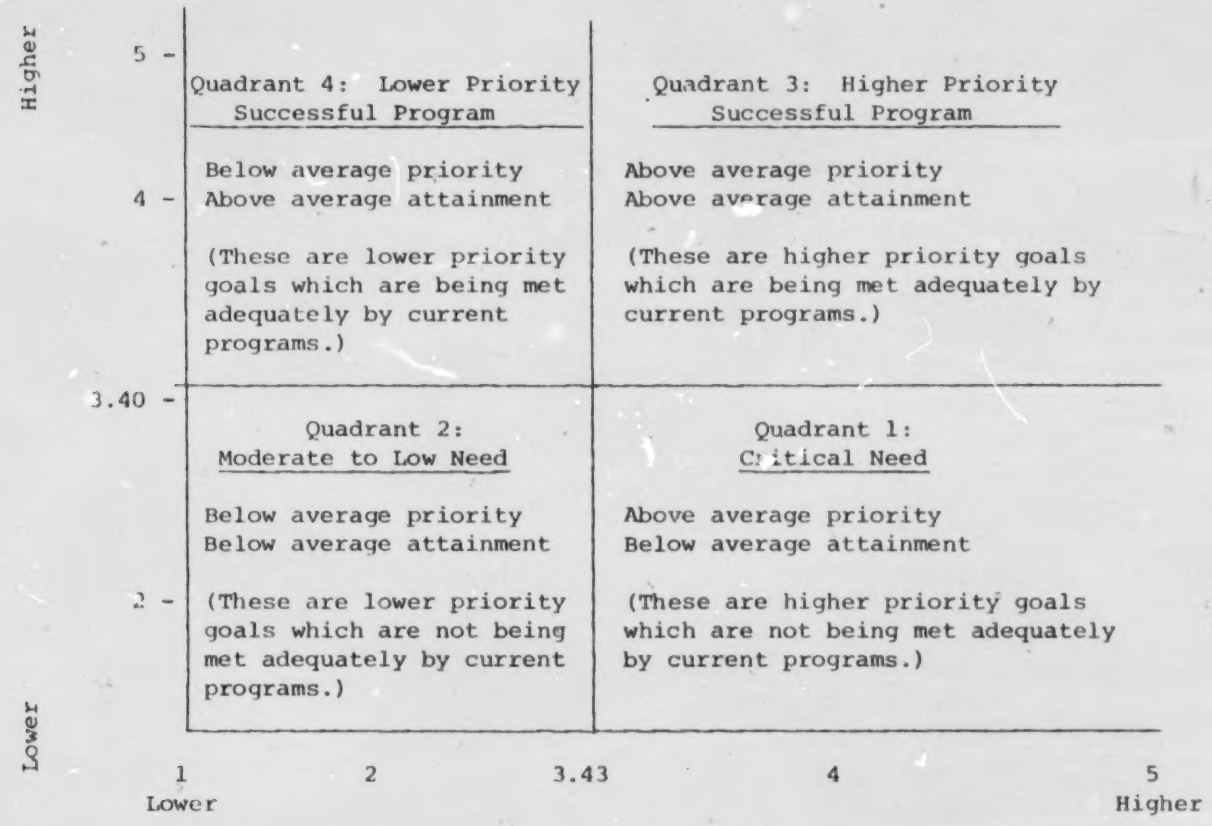


The overall average or grand mean of actual attainment and the grand mean of desired priority was used to divide the graph into four quadrants, each identifying one of four levels of program need as shown in Figure 6.

Those competencies which fall into quadrant 1 are the most critical need areas. An educational competency becomes a need when attainment by students is low and, at the same time, it is perceived as a high priority for students to attain. In other words, a need is measured by two components: actual attainment and desired priority. These two components can fluctuate from higher to lower for any given competency.

Figure 6

Quadrant Method for Determining Level of Need



In Figure 7, the 50 student career education competencies are plotted on a graph. The graph has been divided into the four quadrants described above. Some guidelines for interpreting the graph are highlighted below.

1. The item numbers for each competency have been plotted and circled. To determine the content for each item, refer to the following section which lists the competencies contained in each quadrant by item number.

2. The circled numbers closer to the right hand side of the page are higher priority--those closer to left hand side are lower priority.

3. The circled numbers closer to the top of the page are higher priority--those closer to the bottom are lower priority.

4. The circled numbers which fall closer to the intersection of the four quadrants are more borderline--those which fall closer to the edges of the quadrants are more distinctly higher or lower needs.

A discrepancy score has also been calculated for each competency. Discrepancy scores were computed by subtracting the actual attainment mean from the desired priority mean. The amount of difference between these two ratings indicates the gap between what is and what should be.

Discrepancy scores provide a rough indication of the magnitude of need--the larger the score, the greater the need. However, the scores should be interpreted carefully and only in combination with the quadrant information. A discrepancy score is only meaningful if the relative importance of the competency is also known. A listing of the competencies, their item number, and their discrepancy score by each of the four quadrants is presented below.

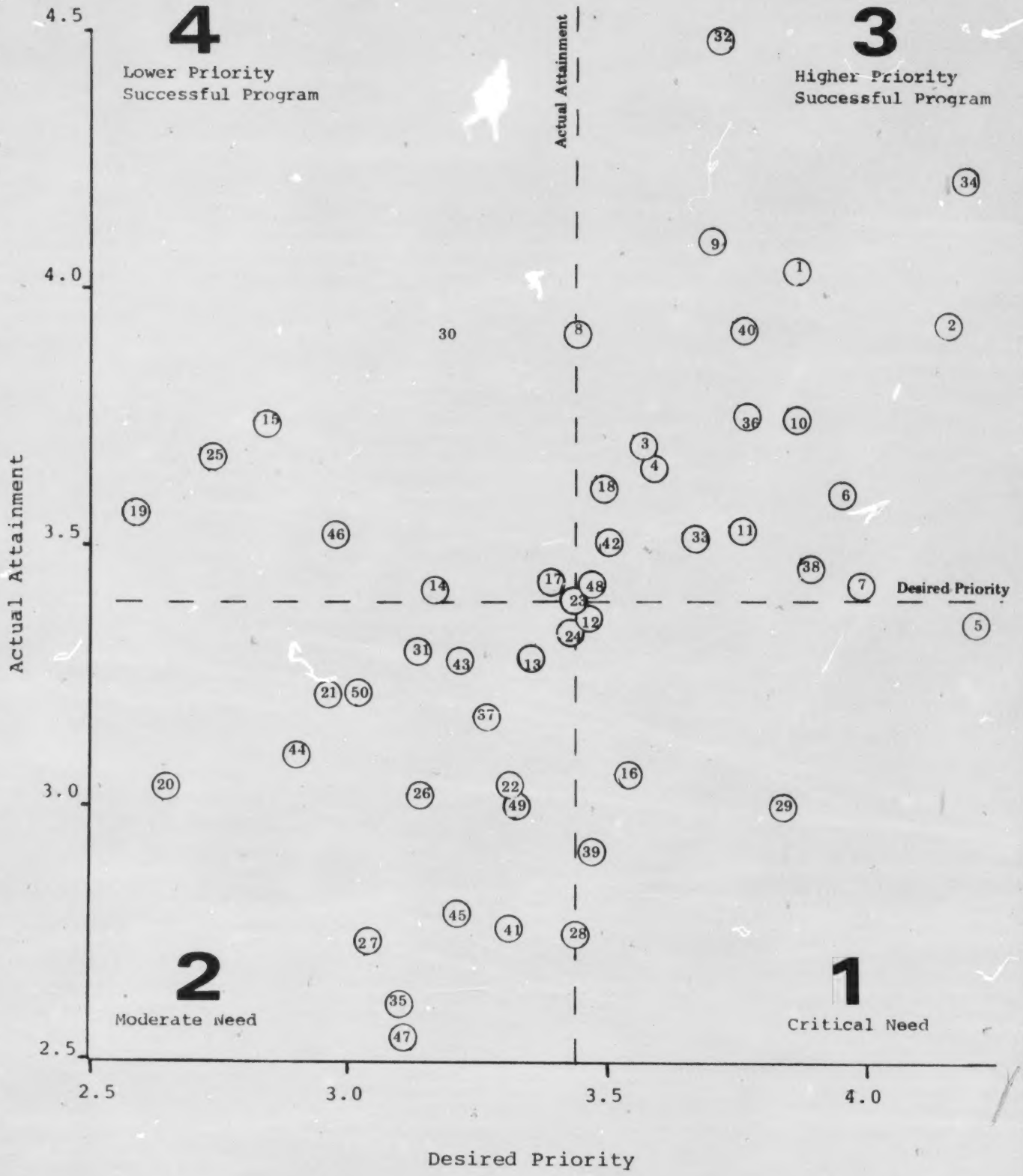
Quadrant 1: Critical Needs: Lower Attainment, Higher Priority

---

Discrepancy Score		Competency
.85	5.	Students recognize the responsibilities involved in accepting a job/task.
.83	29.	Students understand that how they view themselves--self concept--influences their ability to succeed.
.68	28.	Students value the importance of knowing themselves and setting career goals based on self-knowledge.
.56	39.	Students are placed in paid occupations consistent with their current career decisions.
.47	16.	Students are able to identify and consider alternatives when making career related decisions.
.11	12.	Students view career roles independent of sex stereotypes.

Figure 7

Four Levels of Student Needs



Quadrant 2: Moderate to Low Needs: Lower Attainment/Lower Priority

Discrepancy Score		Competency
.56	47.	Students understand how en ironmental forces in-influence their development (e.g., their family's expectations, their peer group, predominant values of their culture, etc.)
.54	41.	Students are actively seeking placement in a paid occupation or in further education.
.49	35.	Students can relate potential career roles to their life style and personal economics.
.42	45.	Students realize that changes in technology will affect their work and life style.
.31	27.	Students understand and use the concept of role (e.g., family role, occupational role, citizen role, and leisure role).
.29	49.	Students can apply information about the supply and demand for occupations to career options.
.27	22.	Given a task to perform, students can identify objectives, describe what resources are needed to implement the objectives, outline steps of action, perform the steps, and evaluate the action.
.12	26.	Students can identify factors that affect job success, advancement, and mobility.
.11	37.	Students can describe alternative ways to continue their education after high school (e.g., 4-year college, 2-year college, on the job training, trade or technical institute, military service, etc.).
.06	13.	Students view career roles independent of racial stereotypes.
-.06	43.	Students recognize non-occupational means of acquiring wealth (e.g., investments, avocations, etc.)
-.14	50.	Students can evaluate the pros and cons of alternative personal career choices in a rapidly changing society.
-.17	31.	Students recognize that occupations tend to cluster in several ways.

Quadrant 2, continued

Discrepancy Score		Competency
-.20	44.	Students can identify productive ways to use their leisure time.
-.25	21.	Students have gained experience in work related roles and settings.
-.39	20.	Students can perform in-depth skills for entry into relevant occupation(s).

Quadrant 3: Higher Priority Successful Programs: Higher Attainment/ Higher Priority

Discrepancy Score		Competency
-.78	32.	Students can describe careers in terms of: work responsibilities, work environment (job market, entry requirements, hours, location, etc.), work relationships, and work outcomes (salary--entry to highest, opportunities for advancement, contribution to society, etc.).
.55	7.	Students are flexible and tolerant in adjusting to new and unanticipated situations.
-.48	8.	Students are able to follow directions accurately.
.43	38.	Students recognize education as a primary means for achieving life goals.
-.40	9.	Students are able to work independently without constant supervision.
.35	6.	Students stay with a task until it is completed.
.28	11.	Students recognize the social and economic benefits of working and understanding the consequences of not working.
.22	2.	Students can find and use varied sources of information to research careers (e.g., people, library resources, the telephone directory, etc.)
-.20	1.	Students can identify ways in which reading, language arts, mathematics, and other basic subject area skills are used in careers.
-.17	40.	Students are placed in further education consistent with their current career decisions.

Quadrant 3, continued

Discrepancy Score		Competency
.15	33.	Students recognize that different careers need different kinds of educational preparation.
-.13	18.	Students can describe the personal qualities that employers consider most important when hiring employees.
-.12	3.	Students complete assignments on time.
.11	10.	Students understand how careers contribute to society.
-.06	4.	Students can dress and groom themselves appropriately for a job role.
.05	48.	Students can identify conditions which may prevent them from pursuing tentative career choices and ways of overcoming such obstacles.
-.03	34.	Students can relate information about their interests, aptitudes, achievements, and limitations to career choice.
.01	36.	Students understand that "career" involves progressive stages of preparation.
-.01	42.	Students can identify ways that learning occurs both in and out of school.

Quadrant 4: Lower Priority Successful Programs: Higher Attainment/ Lower Priority

-.98	19.	Students can perform basic entry level occupational tasks on a preparatory level.
-.90	15.	Students are able to identity, gather, and apply information toward career decisions.
-.85	25.	Students can identify experiences that use interpersonal skills.
-.73	30.	Students understand the variety and complexity of careers in the world of work.
-.55	46.	Students understand and accept their own uniqueness and realize that they already have and will continue to change.
-.26	14.	Students are able to relate their goals to the process of making career decisions.
-.06	17.	Students know how to hunt for jobs.

National Program Priorities

The Need for Improvement of ten general program activities for career education were ranked by respondents from greater to lesser need. These responses were summarized and are placed in rank order in Figure 8.

Figure 8

Need for Improvement of General Program Activities

Rank (1 is the greater need)	
1	Infusion of career education
2	Comprehensive career guidance
3	In-service in career education for education personnel
4	Collaborative relationship with the work community
5	Unpaid work experiences for students
6	Local career education plans
7	Instructional materials and supplies for career education
8	Institutes on career education for the community
9	Needs assessment and evaluation for career education
10	Specialized personnel for career education

State Program Proiorities

The Need for Improvement of 50 specific program activities was also rated by Florida educators. Respondents were asked to rate the relative need for expanding/improving each program activity in their district or school on a five point scale:

Lower		Medium		Higher
1	2	3	4	5

Mean responses were calculated and used to place the activities in rank order from greater to lesser level of need. These results are summarized in Figures 9 through 13.

Figure 9

Higher Priority Program Needs

Rank		Item	Mean*
1	2.	Integrate career education into general education subjects (e.g., language arts, mathematics, social studies).	4.05
2	9.	Provide special career guidance for students with negative attitudes toward work, school, and/or themselves.	3.87
3	10.	Provide some career counseling to all students.	3.78
4	7.	Provide special career guidance for students with special needs (e.g., handicapped, minority, bilingual, or disadvantaged).	3.71
5	3.	Provide units on career education (e.g., job hunting skills) within existing courses.	3.58
6	20.	Provide unpaid on the job career exploration for students.	3.56
7	29.	Provide in-service in infusion strategies for career education.	3.55
8	5.	Coordinate student career education experience across grades.	3.48
9	30.	Provide in-service in career guidance and counseling strategies.	3.48
10	15.	Develop a well rounded and valid interest and aptitude testing program for assisting students in selecting a career.	3.48

* Need for Improvement: Lower 1 2 Medium 3 4 Higher 5

Figure 10

Medium High Priority Program Needs

Rank		Item	Mean *
11	6.	Promote preservice teacher training in career education.	3.39
12	31.	Provide in-service in curriculum materials for career education.	3.38
13	16.	Locate and use individuals in business/ labor/industry/professional government as guest speakers in the instructional program.	3.29
14	19.	Provide community field trips for students.	3.29
15	23.	Award educational credits for learning and work experience that takes place outside school.	3.28
16	50.	Evaluate the impact of local programs.	3.27
17	47.	Develop valid and reliable instruments for evaluating students career development.	3.27
18	46.	Conduct a formal assessment of student and program needs for planning local career education programs.	3.26
19	21.	Provide simulated work experiences in the school.	3.25
20	28.	Provide in-service in career education concepts.	3.25

* Need for Improvement: Lower 1 2 Medium 3 4 Higher 5

Figure 11

Medium Priority Program Needs

Rank		Item	Mean *
21	24.	Provide support services, such as transportation, so that all students, including the handicapped, can participate in learning activities outside the school.	3.24
22	35.	Inform the public about the schools' career education activities via meetings, mass media, and/or bulletins.	3.24
23	36.	Inform parents, board members and community leaders about the general concept of career education.	3.24
24	22.	Provide opportunities for students to follow workers around on a job to see what they do.	3.23
25	48.	Develop practical, step by step guidelines for evaluating career education programs.	3.18
26	33.	Provide in-service in community resources for career education.	3.17
27	45.	Adopt a formal, written, comprehensive policy for career education.	3.14
28	42.	Establish or upgrade a central facility for career information in each school.	3.10
29	11.	Provide student placement services.	3.08
30	14.	Give parents assistance, either indifidually or in groups, in providing career guidance for their children.	3.08

* Need for Improvement: Lower 1 2 Medium 3 4 Higher 5

Figure 12

Medium Low Priority Program Needs

Rank		Item	Mean *
31	1.	Integrate career education into vocational education.	3.02
32	43.	Establish a career education resource center serving both students and the general public in each district.	3.01
33	37.	Establish a community career education council to facilitate school-community interaction.	3.00
34	34.	Identify qualified staff to conduct career education in-service.	2.99
35	25.	Identify individuals in the school to serve as resources in career education.	2.98
36	32.	Provide in-service in evaluation techniques for career education.	2.98
37	49.	Find out about and use or adapt existing instruments to evaluate career education.	2.97
38	39.	Develop special career education materials locally.	2.95
39	44.	Develop in-service education materials in career education.	2.93
40	17.	Involve individuals from business/labor/ industry/professional/government in educational policy making.	2.92

* Need for Improvement: Lower 1 2 Medium 3 4 Higher 5

Figure 13

Lower Priority Program Needs

Rank		Item	Mean *
41	13.	Collect information from eployers concerning graduates' job performance.	2.86
42	38.	Find out about and obtain exemplary published career education materials from outside sources.	2.86
43	27.	Provide training for local career education coordinators.	2.84
44	18.	Provide incentives for participation by the private sector.	2.82
45	41.	Take steps to remove racial bias from career education materials.	2.74
46	40.	Take steps to remove sex stereotyping of careers from curriculum materials.	2.70
47	12.	Conduct follow-up studies of recent graduates.	2.66
48	26.	Employ individuals in the district office specifically for career education.	2.57
49	4.	Provide career education separate from the school curriculum (e.g., career fair sponsored by local industry).	2.47
50	8.	Provide special career guidance for females.	2.30

* Need for Improvement: Lower 1 2 Medium 3 4 Higher 5

The pattern of ranking the program needs from higher to lower need for improvement can be summarized as follows.

Higher Priority

- A higher priority area which continues to need improvement is the infusion of career education into general education subjects. This should also include units on career education within existing courses in-service for teachers, and coordination across grade levels.

- Another higher priority program area is comprehensive career guidance services. To be effective, this should include--special counseling for students with negative attitudes, some counseling for all students, counseling for students with special needs, and improved interest and aptitude testing programs.

Moderate Priorities

- The second ten priorities focus primarily on providing experiential learning for students, evaluating career education programs, and providing more pre-service and in-service education in career education.

- The third ten priorities focus primarily on involving parents and the general public in career education and adopting formal career education plans.

- The fourth ten priorities focus on developing career education curriculum materials, using expert career education personnel, and providing career education for the broader community.

Lower Priorities

- The lower ten priorities concern conducting student follow-ups, employing expert career education personnel, and facilitating sex and race fairness in curriculum materials and career guidance.

It should be noted that the lower priority ratings do not necessarily mean that these areas are less important. It means only that they are not as much in need of improvement as other program areas according to the perceptions of Florida educators.

Requests for Special Assistance

The program need areas most requested for special assistance from the Florida State Department of education were:

Item	Frequency of Request	Topic
2	66	Infusion of career education into general education
29	48	In-service in infusion strategies
31	45	In-service in career education curriculum materials
6	40	Promotion of pre-service teacher training in career education
15	41	Interest and aptitude testing programs

Perceptions of Need by Different Groups

This section analyzes differences in the perceptions of need among Florida educators. Even in a relatively homogenious group, such as educators, there are pronounced differences of opinion. This section describes the patterns of differences among teachers, counselors, principals, and career education coordinators.

Differences in Perception of Program Needs

The 50 program need statements were placed in rank order, according to their need for improvement rating by each group. Since there are 50 items they can be divided into five categories

Rank 1 - 10	Higher need
Rank 11 - 20	Medium high need
Rank 21 - 30	Medium need
Rank 31 - 40	Medium low need
Rank 41 - 50	Lower need

Figure 14 shows how the program needs were ranked by each group.

An examination of Figure 14 reveals that there is considerable agreement among the four groups concerning their perception of the highest needs and the lowest needs. There is more difference of opinion in the middle range. For example, all four groups rated "integrating career education into general education subjects" as the number one need. The text which follows highlights some of the greatest differences in need perception among the group.

Figure 14

Differences in Perceptions of Program Needs
Among Groups of Educators

	Rank	Teachers (N = 142)	Counselors (N = 82)	Principals (N = 66)	Career Coordinators (N = 14)
Higher	1	2 *	2 *	2 *	2 *
Needs	2	9	10	9	10
	3	7	9	10	29
	4	10	3	7	46
	5	20	29	30	5
	6	5	30	31	15
	7	3	15	3	30
	8	31	7	15	6
	9	29	20	48	28
	10	19	5	29	3
	11	33	22	47	23
Medium	12	6	6	20	20
High	13	23	24	28	9
Needs	14	15	50	45	45
	15	16	23	50	7
	16	30	16	6	47
	17	35	42	46	50
	18	36	31	35	26
	19	11	28	19	21
	20	22	36	21	48
	21	21	21	24	35
Medium	22	14	19	16	16
Needs	23	46	47	34	36
	24	1	48	32	18
	25	47	35	36	37
	26	24	46	25	31
	27	37	33	5	11
	28	50	14	42	24
	29	28	45	23	25
	30	39	49	43	22
	31	43	17	1	33
Medium	32	45	32	33	19
Low	33	42	38	39	14
Needs	34	34	18	13	44
	35	48	25	49	17
	36	44	11	11	13
	57	25	43	17	27
	38	49	1	38	42
	39	32	34	44	43
	40	27	44	37	49
	41	13	37	14	12
Lower	42	17	27	22	39
Needs	43	38	41	12	41
	44	41	40	27	40
	45	12	39	18	1
	46	18	13	41	32
	47	4	12	26	8
	48	40	4	40	34
	59	26	26	4	38
	50	8	8	8	4

* Item numbers are used to identify each program need. Refer to the survey instrument in the Appendix for the full item.

- Teachers rate in-service in using community resources as a higher need than the other groups.

- Principals perceived the need for qualified staff to conduct career education in-service as higher than the other groups.

- Counselors perceive establishing a community career education council as a lower need than other groups.

- Counselors rate the need to upgrade career information resource centers higher than other groups.

- Teachers rate the need for a local career education plan lower than other groups.

- Career coordinators rate career education needs assessment as a higher need than other groups.

- Teachers perceive providing student placement services as a medium high need while counselors and principals rate it medium low.

- Principals rate job shadowing as a lower need while teachers and counselors rate it medium high.

- Principals rate parent training in career guidance as a lower need which teachers and counselors rate it medium.

- Career coordinators rate the employment of district level personnel specifically for career education as a medium high need while other groups rate it low.

- Career coordinators perceive inservice in career education concepts as a high need, other groups rate it medium to medium high.

- Career coordinators rate in-service in evaluation techniques as a lower need then the other groups.

- Principals rate the need for step by step guidelines to evaluate career education higher than other groups.

NEXT STEPS

This study provides insightful and useful information about the perceptions of critical career education needs by Florida educators. Some guidelines for using the knowledge gained from this effort to the fullest extent are offered in this section. Some recommended next steps are:

1. Share highlights of the results of the study with educators involved in career education across the state.

2. Organize task forces to develop action plans for meeting the most critical needs.

3. Use the results as an information base for refining and lending credibility to the five year state plan for career education.

4. Conduct a more comprehensive and in-depth statewide assessment of career education needs which has the following features:

   - A more representative, statewide sample. The sample could be expanded to include educators (teachers, counselors, principals, and career coordinators); community members (parents and employers); and students (3rd grade, 7th grade, 11th grade, and graduates).

   - A shortened more focused needs assessment instrument. The instrument should collect more in-depth information about the needs which emerged as most critical/highest priority in the pilot test.

   - Objective as well as subjective information. Objective tests should be developed to measure actual student competencies in the areas identified as the most critical needs and as the most successful programs.

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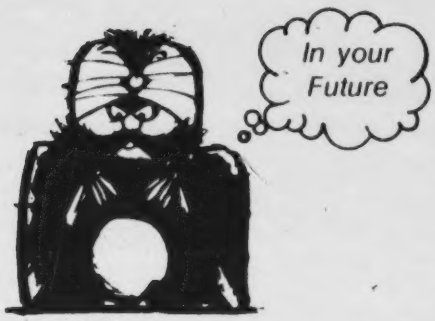
APPENDIX

Exhibit	
1	Announcement Postcard for Mail Survey
2	Survey Cover Letter
3	Survey Instrument
4	Follow-up Postcard for Mail Survey
5	Perception of Actual Attainment of Student Competencies by Different Groups of Educators
6	Perceptions of the Desired Priority of Student Competencies by Different Groups of Educators
7	Student Needs in Rank Order by Discrepancy Scores
8	Student Needs in the Moderate Actual Attainment Range
9	Student Needs in the Medium Priority Range

Exhibit 1

Announcement Postcard for Mail Survey



In a few days you will receive from the Florida State Department of Education the

Florida Survey of

CAREER EDUCATION NEEDS

Why? To determine state priorities for career education as perceived by Florida educators.

How? A two-part survey will be mailed to you to be completed by May 26, 1977.

Why me? Because of your knowledge and involvement in career education.

Thank you in advance for your cooperation.

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

Non Profit Org
U S Postage
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Columbus, Ohio
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Exhibit 2

Survey Cover Letter

STATE OF FLORIDA

DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

RALPH D. TURLINGTON

May 9, 1977

Dear Florida Educator:

You have been selected as one of the professional educators in the state of Florida with knowledge of and involvement in career education. We are in the process of putting together a picture of the career education needs of students and programs for our state. I urge you to assist us in this effort by completing the enclosed survey.

The Center for Vocational Education at The Ohio State University is helping us design and implement the Florida Survey of Career Education Needs.

Purpose of the study. The purpose of the study is to help determine state priorities for career education as perceived by Florida educators.

Contents. The enclosed survey has two parts. Part I focuses on student needs in career education. Part II describes a variety of program activities for delivering career education to students.

Who should respond? Teachers, counselors, principals, and career coordinators should complete the survey. Teachers, counselors, and principals should respond in terms of the needs in your school. Career coordinators should respond in terms of district needs.

Use of results. The results of the study will be used to help develop a statewide five-year plan for career education in Florida. This plan will help us unify our efforts, increase the sharing of our successes, and move forward the quality of our program.

Your participation is essential to the success of the study. Please take a few minutes now to complete this form and return it in the self-addressed envelope by May 26, 1977. Thank you for your cooperation.

Cordially,

Ralph D. Turlington

Ralph D. Turlington
Commissioner of Education

mff
Enclosure

Exhibit 3

Survey Instrument

FLORIDA ASSESSMENT OF NEEDS IN CAREER EDUCATION

I.D._____

PART I: STUDENT NEEDS

A. National Goals

Instructions: The following ten statements describe national student goals for career education developed by the Office of Career Education. In the right-hand column, rank the goals in order of *desired priority* or importance for your district or school from 1-higher priority to 10-lower priority. In the left-hand column, rank the goals in order of *actual student attainment* in your district or school. Consider students' degree of attainment by the time they leave high school and rank the goals from 1-lower attainment to 10-higher attainment.

Actual Attainment		Desired Priority
_____	1. *Basic Academic Skills.* Students are competent in the basic academic skills required for adaptability in our rapidly changing society.	_____
_____	2. *Work Habits.* Students are equipped with good work habits.	_____
_____	3. *Work Values.* Students are equipped with a personally meaningful set of work values that foster in them a desire to work.	_____
_____	4. *Decision-making, Job Hunting, and Job Getting Skills.* Students are equipped with career decision-making skills, job hunting skills, and job getting skills.	_____
_____	5. *Occupational and Interpersonal Skills.* Students are equipped with job specific occupational skills and interpersonal skills at a level that will allow them to gain entry into and attain a degree of success in occupational society.	_____
_____	6. *Career and Self Awareness.* Students are equipped with a degree of self-understanding and understanding of educational-career opportunities sufficient for making sound career decisions.	_____
_____	7. *Continuing Education.* Students are aware of means available to them for continuing and recurrent education.	_____
_____	8. *Placement.* Former students are either placed or actively seeking placement in a paid occupation or in further education consistent with their current career decisions.	_____
_____	9. *Leisure Time.* Students are actively seeking to find meaning and meaningfulness through work in productive use of leisure time.	_____
_____	10. *Continuing Career Development.* Students are aware of means available to themselves for changing career options—of societal and personal constraints impinging on career alternatives.	_____

B. State Goals

Instructions: The following fifty statements describe student goals for career education in the state of Florida drawn from planning documents and curriculum materials. The specific goals for Florida are organized into clusters under the ten national goals. Rate the state goals by the following three-step process:

1. First, scan all the goals.

2. In the right-hand column, rate the *desired priority* or importance of each goal from:

Lower Priority		Medium Priority		Higher Priority
1	2	3	4	5

Try to divide the fifty goals equally among the five priority ratings. In other words, rate approximately ten goals at each point on the scale. All the goals on the list are important. You are asked to make distinctions between higher and lower priority goals. Your rating is related to the total set of statements. Rating a goal lower in priority does not mean that it is unimportant, only that it is less important than some of the other goals.

3. After you have rated the desired priority of all fifty goals, rate the *actual attainment* of each goal in the left-hand column. Try not to let your priority ratings influence your rating of actual attainment by covering the right-hand column. Use an idealized standard of full attainment of each goal as being met at a *minimal competency level* by 100 percent of the students in your district or school. Try to realistically estimate the percent of students who have attained each goal by the time they leave high school from:

0-9%	10-24%	25-49%	50-74%	74-89%	90-100%

EXAMPLE

Actual Attainment: Realistically estimate the percent of students in your district or school who have *attained* minimal competency in each of the following goals by the time they leave high school.							Desired Priority: Rate the relative priority of meeting each goal for your district or school.				
0-9%	10-24%	25-49%	50-74%	75-89%	90-100%	Basic Academic Skills	Lower 1	2	Medium 3	4	Higher 5
☐	☐	☐	☐	☑	☐	Students can identify ways in which reading, language arts, mathematics, and other basic subject area skills are used in careers.	☐	☐	☑	☐	☐

Actual Attainment							Desired Priority				
Realistically estimate the percent of students in your district or school who have *attained* minimal competency in each of the following goals by the time they leave high school.							Rate the relative priority of meeting each goal for your district or school.				
0-9%	10-24%	25-49%	50-74%	75-89%	90-100%		Lower		Medium		Higher
							1	2	3	4	5
						Basic Academic Skills					
☐	☐	☐	☐	☐	☐	1. Students can identify ways in which reading, language arts, mathematics, and other basic subject area skills are used in careers.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	2. Students can find and use varied sources of information to research careers (e.g., people, library resources, the telephone directory, etc.).	☐	☐	☐	☐	☐
						Work Habits					
☐	☐	☐	☐	☐	☐	3. Students complete assignments on time.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	4. Students can dress and groom themselves appropriately for a job role.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	5. Students recognize the responsibilities involved in accepting a job/task.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	6. Students stay with a task until it is completed.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	7. Students are flexible and tolerant in adjusting to new and unanticipated situations.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	8. Students are able to follow directions accurately.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	9. Students are able to work independently without constant supervision.	☐	☐	☐	☐	☐

Actual Attainment							Desired Priority					
Realistically estimate the percent of students in your district or school who have *attained* minimal competency in each of the following goals by the time they leave high school.							Rate the relative priority of meeting each goal for your district or school.					
0-9%	10-24%	25-49%	50-74%	75-89%	90-100%		Lower		Medium		Higher	
							1	2	3	4	5	
						Work Values						
☐	☐	☐	☐	☐	☐	10. Students understand how careers contribute to society.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	11. Students recognize the social and economic benefits of working and understanding the consequences of not working.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	12. Students view career roles independent of sex stereotypes.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	13. Students view career roles independent of racial stereotypes.	☐	☐	☐	☐	☐	
						Decision-Making and Job Hunting Skills						
☐	☐	☐	☐	☐	☐	14. Students are able to relate their goals to the process of making career decisions.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	15. Students are able to identify, gather, and apply information toward career decisions.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	16. Students are able to identify and consider alternatives when making career related decisions.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	17. Students know how to hunt for jobs.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	18. Students can describe the personal qualities that employers consider most important when hiring employees.	☐	☐	☐	☐	☐	

Occupational and Interpersonal Skills

☐	☐	☐	☐	☐	☐	19.	Students can perform basic entry level occupational tasks on a preparatory level.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	20.	Students can perform in-depth skills for entry into relevant occupation(s).	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	21.	Students have gained experience in work related roles and settings.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	22.	Given a task to perform, students can identify objectives, describe what resources are needed to implement the objectives, outline steps of action, perform the steps, and evaluate the action.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	23.	Students can identify the tools required for tasks in business, industry, and commerce.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	24.	Students can identify the interpersonal relationships involved in various career roles.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	25.	Students can identify experiences that use interpersonal skills.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	26.	Students can identify factors that affect job success, advancement, and mobility.	☐	☐	☐	☐	☐

Career and Self Awareness

☐	☐	☐	☐	☐	☐	27.	Students understand and use the concept of role (e.g., family role, occupational role, citizen role, and leisure role).	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	28.	Students value the importance of knowing themselves and setting career goals based on self-knowledge.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	29.	Students understand that how they view themselves—self-concept—influences their ability to succeed.	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	30.	Students understand the variety and complexity of careers in the world of work.	☐	☐	☐	☐	☐

Actual Attainment							Desired Priority					
Realistically estimate the percent of students in your district or school who have *attained* minimal competency in each of the following goals by the time they leave high school.							Rate the relative priority of meeting each goal for your district or school.					
0-9%	10-24%	25-49%	50-74%	75-89%	90-100%		Lower		Medium		Higher	
							1	2	3	4	5	
☐	☐	☐	☐	☐	☐	31. Students recognize that occupations tend to cluster in several ways.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	32. Students can describe careers in terms of: work responsibilities, work environment (job market, entry requirements, hours, location, etc.), work relationships, and work outcomes (salary—entry to highest, opportunities for advancement, contribution to society, etc.).	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	33. Students recognize that different careers need different kinds of educational preparation.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	34. Students can relate information about their interests, aptitudes, achievements, and limitations to career choice.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	35. Students can relate potential career roles to their life style and personal economics.	☐	☐	☐	☐	☐	
						Continuing Education						
☐	☐	☐	☐	☐	☐	36. Students understand that "career" involves progressive stages of preparation.	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	37. Students can describe alternative ways to continue their education after high school (e.g., 4-year college, 2-year college, on-the-job training, trade or technical institute, military service, etc.).	☐	☐	☐	☐	☐	
☐	☐	☐	☐	☐	☐	38. Students recognize education as a primary means for achieving life goals.	☐	☐	☐	☐	☐	

Placement

39. Students are placed in paid occupations consistent with their current career decisions.
40. Students are placed in further education consistent with their current career decisions.
41. Students are actively seeking placement in a paid occupation or in further education

Leisure Time

42. Students can identify ways that learning occurs both in and out of school.
43. Students recognize non-occupational means of acquiring wealth (e.g., investments, avocations, etc.).
44. Students can identify productive ways to use their leisure time.

Continuing Career Development

45. Students realize that changes in technology will affect their work and life style.
46. Students understand and accept their own uniqueness and realize that they already have and will continue to change.
47. Students understand how environmental forces influence their development (e.g., their family's expectations, their peer group, predominant values of their culture, etc.).
48. Students can identify conditions which may prevent them from pursuing tentative career choices and ways of overcoming such obstacles.
49. Students can apply information about the supply and demand for occupations to career options.
50. Students can evaluate the pros and cons of alternative personal career choices in a rapidly changing society.

Reminder: Your priority checkmarks so far should be about ten for each of the five categories.

C. Comments on Part I: Student Needs

Instructions: Review the preceeding section and note all the statements which you rated as "5" on priority *and* as less than 50% on attainment. Provide a brief explanation of *why* you think the goal is important but not well attained and provide your *recommendations* for improving student attainment.

Goal (Identify by Number)	**Rationale**	**Recommendation**

FLORIDA ASSESSMENT OF NEEDS IN CAREER EDUCATION

PART II: PROGRAM NEEDS

A. General Program Activities

Instructions: The following statements describe ten general program activities drawn from the pending career education legislation. Rank the activities in order of *Need for Improvement* in your district or school from 1-higher need to 10-lower need.

	Need for Improvement
1. *Infusion of career education* concepts and approaches in classrooms.	_____
2. *Comprehensive career guidance,* counseling, placement, and follow up services involving counselors, teachers, parents, and community resource persons.	_____
3. *Collaborative relationships* with business-labor-industry-professional-government community and increased use of community persons in schools and field trips.	_____
4. *Unpaid work experiences* for students whose primary purpose is career exploration.	_____
5. *Specialized personnel* in career education.	_____
6. *In-service for educational personnel* to help teachers, counselors, school administrators, and other educators to understand career education and to acquire competencies essential for carrying out their roles in career education.	_____
7. *Institutes for the community* to acquaint school board members, community leaders, and parents with career education.	_____
8. *Instructional materials and supplies* for career education activities.	_____
9. *Local plans* for coordinating and implementing comprehensive career education programs.	_____
10. *Needs assessment and evaluation* of local career education programs.	_____

B. Specific Program Activities

Instructions: The following fifty statements describe specific program activities for delivering career education to students. The specific activities are organized into clusters under the general activities. First, scan all the statements. Then, rate the relative *need for improvement* of each program activity from:

Lower Need		Medium Need		Higher Need
1	2	3	4	5

Try to divide the fifty statements equally among the five need ratings. In other words, rate approximately ten statements at each point on the scale.

Example

	Need for Improvement What is the relative need for expanding/improving each program activity in your district or school? Lower 1 2 3 4 Higher 5
Infusion of career education concepts and approaches in classrooms.	☐ ☐ ☐ ☐ ☐

Need for Improvement

What is the relative need for expanding/improving each program activity in your district or school?

	Lower 1	2	Medium 3	4	Higher 5
Infusion of Career Education					
1. Integrate career education into vocational education.	☐	☐	☐	☐	☐
2. Integrate career education into general education subjects (e.g., language arts, mathematics, social studies).	☐	☐	☐	☐	☐
3. Provide units on career educaqtion (e.g., job hunting skills) within existing courses.	☐	☐	☐	☐	☐
4. Provide career education separate from the school curriculum (e.g., career fair sponsored by local industry).	☐	☐	☐	☐	☐
5. Coordinate student career education experiences across grades.	☐	☐	☐	☐	☐
6. Promote preservice teacher training in career education.	☐	☐	☐	☐	☐
Comprehensive Career Gudiance					
7. Provide special career guidance for students with special needs (e.g., handicapped, minority, bilingual, or disadvantaged).	☐	☐	☐	☐	☐
8. Provide special career guidance for females.	☐	☐	☐	☐	☐
9. Provide special career guidance for students with negative attitudes toward work, school, and/or themselves.	☐	☐	☐	☐	☐
10. Provide some career counseling to all students.	☐	☐	☐	☐	☐
11. Provide student placement services.	☐	☐	☐	☐	☐
12. Conduct follow-up studies of recent graduates.	☐	☐	☐	☐	☐
13. Collect information from employers concerning graduates' job performance.	☐	☐	☐	☐	☐
14. Give parents assistance, either individually or in groups, in providing career guidance for their children.	☐	☐	☐	☐	☐
15. Develop a well rounded and valid interest and aptitude testing program for assisting students in selecting a career.	☐	☐	☐	☐	☐

Need for Improvement

What is the relative need for expanding/improving each program activity in your district or school?

	Lower 1	2	Medium 3	4	Higher 5
Collaborative Relationships					
16. Locate and use individuals in business/labor/industry/professional/government as guest speakers in the instructional program.	☐	☐	☐	☐	☐
17. Involve individuals from business/labor/industry/professional/government in educational policy making.	☐	☐	☐	☐	☐
18. Provide incentives for participation by the private sector.	☐	☐	☐	☐	☐
19. Provide community field trips for students.	☐	☐	☐	☐	☐
Unpaid Work Experiences					
20. Provide unpaid on-the-job career exploration for students.	☐	☐	☐	☐	☐
21. Provide simulated work experiences in the school.	☐	☐	☐	☐	☐
22. Provide opportunities for students to follow workers around on a job to see what they do.	☐	☐	☐	☐	☐
23. Award educational credits for learning and work experience that takes place outside school.	☐	☐	☐	☐	☐
24. Provide support services, such as transportation, so that all students, including the handicapped, can participate in learning activities outside the school.	☐	☐	☐	☐	☐
Specialized Personnel					
25. Identify individuals in the school to serve as resources in career education.	☐	☐	☐	☐	☐
26. Employ individuals in the district office specifically for career education.	☐	☐	☐	☐	☐
27. Provide training for local career education coordinators.	☐	☐	☐	☐	☐
In-service for Educational Personnel					
Provide in-service education for educational personnel in:					
28. career education concepts.	☐	☐	☐	☐	☐
29. infusion strategies for career education.	☐	☐	☐	☐	☐
30. career guidance and counseling strategies.	☐	☐	☐	☐	☐

31.	curriculum materials for career education.	☐	☐	☐	☐	☐
32.	evaluation techniques for career education.	☐	☐	☐	☐	☐
33.	community resources for career education.	☐	☐	☐	☐	☐
	Other	☐	☐	☐	☐	☐
34.	Identify qualified staff to conduct career education in-service.	☐	☐	☐	☐	☐

Institutes for the Community

35.	Inform the public about the schools' career education activities via meetings, mass media, and/or bulletins.	☐	☐	☐	☐	☐
36.	Inform parents, board members and community leaders about the general concept of career education.	☐	☐	☐	☐	☐
37.	Establish a community career education council to facilitate school-community interaction.	☐	☐	☐	☐	☐

Instructional Materials and Supplies

38.	Find out about and obtain exemplary , published career education materials from outside sources.	☐	☐	☐	☐	☐
39.	Develop special career education materials locally.	☐	☐	☐	☐	☐
40.	Take steps to remove sex stereotyping of careers from curriculum materials.	☐	☐	☐	☐	☐
41.	Take steps to remove racial bias from career education materials.	☐	☐	☐	☐	☐
42.	Establish or upgrade a central facility for career information in each school.	☐	☐	☐	☐	☐
43.	Establish a career education resource center serving both students and the general public in each district.	☐	☐	☐	☐	☐
44.	Develop in-service education materials in career education.	☐	☐	☐	☐	☐

Local Plans

45.	Adopt a formal, written, comprehensive policy for career education.	☐	☐	☐	☐	☐

Needs Assessment and Evaluation

46.	Conduct a formal assessment of student and program needs for planning local career education programs.	☐	☐	☐	☐	☐
47.	Develop valid and reliable instruments for evaluating students career development.	☐	☐	☐	☐	☐

	Need for Improvement What is the relative need for expanding/improving each program activity in your district or school? Lower 1 2 Medium 3 4 Higher 5
48. Develop practical, step by step guidelines for evaluating career education programs.	☐ ☐ ☐ ☐ ☐
49. Find out about and use or adapt existing instruments to evaluate career education.	☐ ☐ ☐ ☐ ☐
50. Evaluate the impact of local programs.	☐ ☐ ☐ ☐ ☐

Reminder: Your need for improvement checkmarks in this section should be about ten for each of the five categories.

C. Program Areas for Special Assistance

Instructions: Select up to ten specific program activities (from section B) which you would most like to receive special assistance from the Florida State Department of Education. Circle the item numbers.

Exhibit 4

Follow-up Postcard for Mail Survey

We've been searching for your response to the

Florida Survey of

CAREER EDUCATION NEEDS

Please take a few minutes now to complete the green survey which you receiced in early May from the Florida State Department of Education. If you have already completed the survey - thank you for your prompt response.

We look forward to gaining your perspective of the the priorities for career education in Florida.

THE CENTER FOR VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 Kenny Road Columbus, Ohio 43210

Exhibit 5

Perception of Actual Attainment of
Student Competencies by Different Groups of Educators

Item	Rank (1 is highest)						
	Teacher	Elementary	Junior	Senior	Counselor	Principal	Career Ed. Coordinator
1	3	2	8	12	5	3	15
2	6	10	5	2	8	4	16
3	14	15	19	7	9	12	25
4	13	22	12	4	16	18	21
5	29	28	20	35	32	14	37
6	17	21	18	14	17	20	6
7	31	34	22	28	23	15	10
8	7	7	7	10	7	6	20
9	4	4	4	8	3	5	2
10	8	5	21	9	15	24	8
11	10	11	9	16	29	19	38
12	32	33	38	27	22	32	29
13	33	35	30	23	30	28	36
14	26	30	25	11	20	22	39
15	12	16	13	6	11	8	11
16	44	43	27	46	33	33	42
17	28	32	10	31	21	26	9
18	16	20	15	26	12	23	13
19	15	18	17	15	19	17	23
20	35	36	26	41	45	37	49
21	30	26	37	33	37	39	44
22	40	39	48	36	42	41	40
23	19	12	29	30	35	27	43
24	25	19	33	29	36	21	27
25	21	23	23	19	10	25	19
26	43	42	31	42	38	42	30
27	46	47	35	43	48	47	47
28	48	49	46	45	39	50	26
29	41	40	45	37	43	40	33
30	9	9	2	17	4	11	4
31	34	27	41	38	28	30	24
32	1	1	1	1	1	1	1
33	20	17	42	13	27	10	22
34	2	3	3	3	2	2	5
35	50	50	43	48	46	48	50
36	11	8	6	32	13	7	12
37	38	41	39	21	34	36	17
38	27	25	24	25	18	16	31
39	39	37	36	40	49	45	45
40	5	6	11	5	6	9	3
41	47	45	50	47	44	44	48
42	18	13	32	22	25	13	28
43	22	14	45	20	40	35	41
44	36	31	47	39	41	38	35
45	45	46	40	49	47	46	32
46	23	29	14	24	14	31	7
47	49	48	49	50	50	49	46
48	24	24	28	18	24	29	14
49	42	44	34	34	31	43	18
50	37	38	16	44	26	34	34

Exhibit 6

Perceptions of the Desired Priority of Student Competencies by Different Groups of Educators

Item	Rank (1 is highest)						
	Teacher	Elementary	Junior	Senior	Counselor	Principal	Career Ed. Coordinator
1	7	4	21	9	10	5	19
2	2	8	1	1	2	1	15
3	16	21	13	7	20	18	27
4	17	22	10	16	17	17	21
5	3	2	4	3	1	4	1
6	5	3	12	5	6	7	10
7	4	5	7	6	5	6	9
8	21	19	18	30	21	35	17
9	11	10	3	20	7	16	6
10	6	12	6	4	8	11	20
11	8	13	2	14	13	14	25
12	26	32	26	25	26	21	18
13	31	28	44	15	25	29	33
14	32	27	30	38	41	40	39
15	47	47	42	50	44	47	41
16	23	23	19	35	12	25	8
17	29	26	16	45	28	27	26
18	20	33	5	26	24	23	16
19	50	50	47	48	50	49	49
20	49	48	50	49	49	48	50
21	42	36	49	37	46	45	42
22	27	25	41	23	34	31	31
23	24	16	35	28	30	15	28
24	18	24	22	17	35	19	34
25	48	49	46	42	48	50	48
26	39	42	32	29	31	44	40
27	44	46	43	34	39	46	24
28	28	38	11	21	16	26	29
29	14	14	11	12	3	13	2
30	38	34	34	41	36	36	36
31	34	31	29	43	43	38	38
32	13	11	31	13	15	10	11
33	9	9	20	8	29	12	30
34	1	1	8	2	4	3	3
35	40	45	23	33	42	42	32
36	15	17	9	11	9	9	4
37	30	29	37	18	37	32	22
38	10	7	15	10	11	3	12
39	19	18	33	19	23	33	7
40	12	6	14	22	14	8	14
41	37	35	38	32	22	28	35
42	22	15	45	24	18	22	13
43	33	30	40	36	38	30	44
44	46	40	48	44	47	43	47
45	35	37	27	31	32	41	23
46	45	44	39	46	45	37	43
47	41	43	25	40	48	34	45
48	25	20	28	27	19	24	5
49	36	39	24	39	27	20	37
50	43	41	36	47	33	39	46

Exhibit 7

Student Needs in Rank Order by Discrepancy Scores

Rank	Item	Desired Priority Mean*	Actual Attainment Mean **	Discrepancy Score
1	5	4.20	3.35	.85
2	29	3.83	3.00	.83
3	28	3.43	2.75	.68
4	39	3.47	2.91	.56
5	47	3.11	2.55	.56
6	7	3.98	3.43	.55
7	41	3.31	2.77	.54
8	35	3.10	2.61	.49
9	16	3.54	3.07	.47
10	38	3.89	3.46	.43
11	45	3.21	2.79	.42
12	6	3.95	3.60	.35
13	27	3.04	2.73	.31
14	49	3.31	3.02	.29
15	22	3.31	3.04	.27
16	11	3.76	3.53	.23
17	2	4.15	3.93	.22
18	33	3.67	3.52	.15
19	26	3.14	3.02	.12
20	10	3.86	3.75	.11
21	12	3.44	3.33	.11
22	37	2.38	3.17	.11
23	24	2.44	3.35	.09
24	13	3.35	3.29	.06
25	23	3.43	3.37	.06
26	48	3.47	3.42	.05
27	36	3.76	3.75	.01
28	42	3.50	3.51	-.01
29	34	4.19	4.22	-.03
30	4	3.59	3.65	-.06
31	17	3.38	3.44	-.06
32	43	3.22	3.28	-.06
33	3	3.57	3.69	-.12
34	18	3.49	3.62	-.13
35	50	3.08	3.22	-.14
36	31	3.13	3.30	-.17
37	40	3.76	3.93	-.17
38	1	3.86	4.06	-.20
39	44	2.90	3.10	-.20
40	21	2.96	3.21	-.25
41	14	3.16	3.42	-.26
42	20	2.65	3.04	-.39
43	9	3.70	4.10	-.40
44	8	3.43	3.91	-.48
45	46	2.97	3.52	-.55
46	30	3.18	3.91	-.73
47	32	3.71	4.49	-.78
48	25	2.74	3.59	-.85
49	15	2.84	3.74	-.90
50	19	2.59	3.57	-.98

* Desired Priority: Lower 1 2 Medium 3 4 Higher 5

** Actual Attainment: 1 0-9% 2 10-24% 3 25-49% 4 50-74% 5 75-89% 6 90-100%

Exhibit 8

Student Needs in the Moderate Actual Attainment Range

Actual Attainment	Rank	Item	Mean
Medium High Attainment	11	15	3.74
	12	3	3.69
	13	4	3.65
	14	18	3.62
	15	6	3.60
	16	25	3.59
	17	19	3.57
	18	11	3.53
	19	33	3.52
	20	46	3.52
	21	42	3.51
Medium Attainment	22	38	3.46
	23	17	3.44
	24	7	3.43
	25	14	3.42
	26	48	3.42
	27	23	3.37
	28	5	3.35
	29	24	3.35
	30	12	3.33
	31	31	3.30
Medium Low Attainment	32	13	3.29
	33	43	3.28
	34	50	3.22
	35	21	3.21
	36	37	3.17
	37	44	3.10
	38	49	3.08
	39	16	3.07

Exhibit 9

Student Needs in the Medium Priority Range

Desired Priority	Rank	Item	Mean
Medium High Priority	11	36	3.76
	12	11	3.76
	13	40	3.76
	14	32	3.71
	15	33	3.67
	16	4	3.59
	17	3	3.57
	18	16	3.54
	19	42	3.50
	20	18	3.49
Medium Priority	21	39	3.47
	22	48	3.47
	23	24	3.44
	24	12	3.44
	25	8	3.43
	26	23	3.43
	27	28	3.43
	28	17	3.38
	29	13	3.35
	30	22	3.31
Medium Low Priority	31	49	3.31
	32	41	3.31
	33	37	3.28
	34	43	3.22
	35	45	3.21
	36	30	3.18
	37	14	3.16
	38	26	3.14
	39	31	3.13